

CRESTVIEW ELEMENTARY

509 American Legion Road
Greer, SC 29651

GRADES K-5 Elementary School

ENROLLMENT 709 Students

PRINCIPAL Margaret Thomason 864-848-2400

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	43	4	1	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

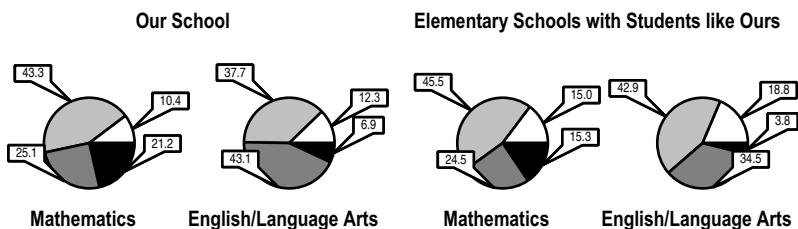
FOR MORE INFORMATION, VISIT WEBSITES AT:




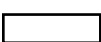
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	34	93	89
Percent satisfied with learning environment	100.0%	92.4%	92.0%
Percent satisfied with social and physical environment	100.0%	86.0%	81.6%
Percent satisfied with home-school relations	93.9%	92.4%	93.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	362	98.9	12.3	37.7	43.1	6.9	50.0	17.6
Gender								
Male	169	98.8	15.2	39.7	40.4	4.6	45.0	17.6
Female	193	99.0	9.9	35.9	45.3	8.8	54.1	17.6
Racial/Ethnic Group								
White	255	98.8	6.4	34.0	50.2	9.4	59.6	17.6
African-American	89	98.9	29.3	45.1	25.6	N/A	25.6	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	16	100.0	15.4	53.8	23.1	7.7	30.8	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	288	99.7	6.7	35.2	49.6	8.5	58.1	17.6
Disabled	74	95.9	37.1	48.4	14.5	N/A	14.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	362	98.9	12.3	37.7	43.1	6.9	50.0	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	360	98.9	12.1	37.6	43.3	7.0	50.3	17.6
Socio-Economic Status								
Subsidized meals	140	97.1	24.6	46.7	26.2	2.5	28.7	17.6
Full-pay meals	222	100.0	5.2	32.4	52.9	9.5	62.4	17.6

Mathematics								
All students	362	100.0	10.4	43.3	25.1	21.2	46.3	15.5
Gender								
Male	169	100.0	11.8	39.2	27.5	21.6	49.0	15.5
Female	193	100.0	9.3	46.7	23.1	20.9	44.0	15.5
Racial/Ethnic Group								
White	255	100.0	4.6	39.9	29.0	26.5	55.5	15.5
African-American	89	100.0	28.0	50.0	12.2	9.8	22.0	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	16	100.0	7.7	53.8	38.5	N/A	38.5	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	288	100.0	7.4	39.9	27.7	25.1	52.8	15.5
Disabled	74	100.0	23.4	57.8	14.1	4.7	18.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	362	100.0	10.4	43.3	25.1	21.2	46.3	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	360	100.0	10.2	43.2	25.2	21.3	46.5	15.5
Socio-Economic Status								
Subsidized meals	140	100.0	20.8	56.0	16.0	7.2	23.2	15.5
Full-pay meals	222	100.0	4.3	35.7	30.5	29.5	60.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	109	N/A	13.0	30.6	49.1	7.4	56.5
	Grade 4	118	N/A	8.5	34.2	49.6	7.7	57.3
	Grade 5	92	N/A	6.6	36.3	56.0	1.1	57.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	121	97.5	13.4	25.0	51.8	9.8	61.6
	Grade 4	117	99.1	12.5	37.5	43.3	6.7	50.0
	Grade 5	124	100.0	11.2	50.0	34.5	4.3	38.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	109	N/A	11.1	42.6	16.7	29.6	46.3
	Grade 4	118	N/A	12.0	34.2	27.4	26.5	53.8
	Grade 5	92	N/A	8.8	42.9	19.8	28.6	48.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	121	100.0	9.6	43.0	20.2	27.2	47.4
	Grade 4	117	100.0	9.5	44.8	27.6	18.1	45.7
	Grade 5	124	100.0	12.1	42.2	27.6	18.1	45.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 709)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.5%	Down from 4.8%	2.5%	2.4%
Attendance rate	97.0%	Up from 96.8%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	26.8%	Down from 33.2%	21.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.0%	Up from 11.2%	7.3%	8.0%
Older than usual for grade	1.3%	Up from 0.9%	0.8%	1.1%
Suspended or expelled	0.3%	Up from 0.1%	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	55.8%	Up from 52.5%	54.2%	50.0%
Continuing contract teachers	76.7%	Down from 80.0%	90.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.8%	Down from 84.1%	87.9%	86.2%
Teacher attendance rate	98.8%	Up from 98.2%	95.5%	95.3%
Average teacher salary	\$40,918	Up 4.7%	\$41,087	\$39,909
Prof. development days/teacher	9.3 days	Up from 8.2 days	10.6 days	11.4 days

School				
Principal's years at school	15.0	Up from 14.0	4.5	4.0
Student-teacher ratio	22.2 to 1	Up from 21.0 to 1	19.7 to 1	18.9 to 1
Prime instructional time	95.0%	Up from 94.1%	90.2%	89.7%
Dollars spent per pupil*	\$4,912	Up 7.4%	\$5,585	\$5,892
Percent spent on teacher salaries*	66.4%	No change	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Crestview Elementary is to partner with students, family, and community to ensure that all students succeed in a safe, nurturing, and academically challenging environment. The staff, with input from parents, PTA, SIC, and community leaders, developed a school portfolio based on the Malcolm Baldrige Award for quality business management. The portfolio documents the changes and progress made while working to continuously improve everything we do to promote student achievement. The major school goals support the No Child Left Behind law, which holds all students accountable for mastery of grade level skills at a proficient or advanced level. The goals include: 1) To provide an academically challenging environment; 2) To provide the staff with leadership opportunities; 3) To effectively use technology; and 4) To offer opportunities for parental and community involvement.

Crestview continues to be an award winning school. Last year, Crestview was recognized by the South Carolina Department of Education as a GOLD School for receiving an EXCELLENT on the state's report card. We were one of the original eight schools in the district to receive the RED CARPET AWARD, an initiative that recognizes schools with an outstanding family-friendly environment. During the past four years, Crestview has been among the top ten schools in South Carolina recognized with the Exemplary Reading Award. This year we were ranked among the top four schools in the state. Compared to schools similar to us, we were ranked number one in the district and number five in the state for PACT achievement.

A significant change affecting the school during the past year was the reassignment of additional students to Crestview resulting in overcrowding and expanding us to the highest student enrollment in 33 years. The number of students qualifying for free and reduced lunch has increased steadily over the past three years. Despite these challenges, Crestview is committed to using data to target individual student deficiencies and making revisions to the curriculum. With the hard work and dedication evident in our school and community, we will continue to succeed.

Margaret Thomason, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.